The Leader in Me Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Leader in Me Evaluation Model* demonstrated alignment to **six** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Leader in Me Evaluation Model* **is aligned to the *Wyoming Education Leader Standards***. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Leader in Me Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	7/8	Aligned
Standard 2	5/6	Aligned
Standard 3	7/7	Aligned
Standard 4	3/4	Aligned
Standard 5	5/6	Aligned
Standard 6	1/4	Not Aligned
Standard 7	5/5	Aligned

Table 2. Detailed Leader in Me Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	The Leader in Me Evaluation Model
Standard 1 - Clear and consistent focus on maximizing the learning and growth of all students	***Rubric 2 - Student Learning*** ***Rubric 7 - Schoolwide Goal Achievement*** ***Rubric 8 - Student-Led Achievement***
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.	Rubric 7: Schoolwide Goal Achievement: (1) School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A

	cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	Rubric 7: Schoolwide Goal Achievement: (1) School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.
Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	Rubric 7: Schoolwide Goal Achievement: (1) School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs. Rubric 7: Schoolwide Goal Achievement: (2) Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs. Rubric 8: Student-Led Achievement: (1) Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and person WIGs written in a "From X to Y by When" format. Academic WIGS are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners.

	Rubric 8: Student-Led Achievement: (3) Student-Led Conferences - Schoolwide, regularly scheduled formal and informal Student-led Conferences are an established part of the schoolwide culture. Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors, or peers. Continuous improvement of Student-led Conferences takes place through stakeholder input.
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	***No Alignment***
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	Rubric 7: Schoolwide Goal Achievement: (1) School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.

Rubric 7: Schoolwide Goal Achievement: (2) Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.

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Key Element F. Lead the implementation of a high-quality student support and assessment system.	Rubric 2: Student Learning: (1) Direct Lessons - Teachers follow a grade-level or team yearlong plan that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through Leader in Me curriculum or teacher-developed equivalent lessons. Lessons result in higher-order thinking, encourage internalization, and foster a desire for real-world application. Rubric 7: Schoolwide Goal Achievement: (1) School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs. Rubric 8: Student-Led Achievement: (1) Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and personal WIGs written in a "From X to Y by When" format. Academic WIGS are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share

	data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners. Rubric 8: Student-Led Achievement: (2) Leadership Notebooks - All or almost all students frequently use Leadership Notebooks through a continuously improving schoolwide system. Leadership Notebooks are aligned to the school's standards and highest leadership and curricular priorities. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines. Rubric 8: Student-Led Achievement: (3) Student-Led Conferences - Schoolwide, regularly scheduled formal and informal Student-led Conferences are an established part of the schoolwide culture. Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors, or peers. Continuous improvement of Student-led Conferences takes place through stakeholder input.
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	Rubric 7: Schoolwide Goal Achievement: (1) School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs. Rubric 8: Student-Led Achievement: (1) Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and personal WIGs written in a "From X to Y by When" format. Academic WIGS are aligned with classroom academic WIGs. Specific strategies that

	directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners.
Key Element H. Work with staff to evaluate and use data to improve student achievement.	Rubric 7: Schoolwide Goal Achievement: (1) School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.
Standard 2 - Instructional and Assessment Leadership	***Rubric 2 - Student Learning*** ***Rubric 7 - Schoolwide Goal Achievement*** ***Rubric 8 - Student-Led Achievement*** ***Rubric 9 - Empowering Instruction***
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	Rubric 2: Student Learning: (1) Direct Lessons - A system is in place to ensure that teachers follow a yearlong schoolwide curriculum plan that is integrated into the master calendar and specifically outlines how and when all students will be directly taught the 7 Habits and leadership principles using Leader in Me curriculum or teacher-developed equivalent lessons. The school shares direct lesson excellence with other Leader in Me Schools. Rubric 9: Empowering Instruction: (3) Student-Led Learning - All or almost all students are routinely empowered to find their academic voice. The school systematically ensures opportunities for students to teach other students through peer-to-peer teaching, cross-age-group mentor relationships, and student-lead classroom experiences. Classroom activities regularly involve a focus on inquiry, student-directed projects, and choice.
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	Rubric 2: Student Learning: (2) Integrated Approaches - All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/or roles with

	depth and creativity. The school has a system by which teachers can regularly share integrated approaches and collaborate to continuously improve lessons.
	Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning. Rubric 9: Empowering Instruction: (2) Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative

	planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.
	Rubric 9: Empowering Instruction: (2) Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.
	Rubric 9: Empowering Instruction: (3) Student-Led Learning - All or almost all students are routinely empowered to find their academic voice. The school systematically ensures opportunities for students to teach other students through peer-to-peer teaching, cross-age-group mentor relationships, and student-lead classroom experiences. Classroom activities regularly involve a focus on inquiry, student-directed projects, and choice.
Key Element E. Promote the effective uses of technology to support teaching and learning.	***No Alignment***
Key Element F. Ensure the use of formative assessment data to inform instruction.	Rubric 7: Schoolwide Goal Achievement: (2) Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.

Rubric 8: Student-Led Achievement: (1) Student-Led Achievement: Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop |

	academic and person WIGs written in a "From X to Y by When" format. Academic WIGS are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners. Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.
Standard 3 - Developing and Supporting a Learning Organization	***Rubric 1 - Professional Learning*** ***Rubric 2 - Student Learning*** ***Rubric 3 - Family Learning*** ***Rubric 5 - Shared Leadership*** ***Rubric 7 - Schoolwide Goal Achievement*** ***Rubric 9 - Empowering Instruction***
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	Rubric 1: Professional Learning: (1) Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities. Rubric 1: Professional Learning: (2) New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.

	Rubric 1: Professional Learning: (3) Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals.
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	Rubric 1: Professional Learning: (1) Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities. Rubric 1: Professional Learning: (2) New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth. Rubric 1: Professional Learning: (3) Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals.
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	Rubric 2: Student Learning: (2) Integrated Approaches - All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/or roles with depth and creativity. The school has a system by which teachers can regularly share integrated approaches and collaborate to continuously improve lessons.

	Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent. Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning. Rubric 9: Empowering Instruction: (2) Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	Rubric 7: Schoolwide Goal Achievement: (1) Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.

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Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	Rubric 7: Schoolwide Goal Achievement: (1) Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	Rubric 1: Professional Learning: (1) Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities. Rubric 1: Professional Learning: (2) New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth. Rubric 2: Student Learning: (3) Modeling - All or almost all teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal,

	and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles.
	Rubric 3: Family Learning: (2) 7 Habits Training for Families - There is a system in place that ensures the school calendar includes regularly scheduled opportunities for families to engage with the 7 Habits and leadership principles, learn how to integrate leadership principles at home, and participate in training based on the 7 Habits of Successful Families. The school has at least one school-community member who is trained to facilitate a formal 7 Habits of Successful Families training.
	Rubric 3: Family Learning: (3) Student Teaching at Home - All students are expected to share their leadership development with their family through directly teaching the 7 Habits and leadership principles or authentically implementing their unique leadership growth in a positive way at home. A systematic process for reflection or capturing stories of positive leadership at home is established.
	Rubric 5: Shared Leadership: (1) Student Leadership Roles - An innovative, schoolwide leadership-role system is in place to foster a wide variety of schoolwide and classroom leadership opportunities. The system involves applications and interviews for roles, reflection on execution, and celebration of unique contributions. Students are able to transfer and apply their leadership skills to impact their own lives.
Key Element G. Facilitate high functioning groups of faculty and staff.	Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams,

	and shared leadership among all stakeholders is apparent. Rubric 7: Schoolwide Goal Achievement: (2) Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs. Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.
Standard 4 - Vision, Mission, and Culture	*Rubric 1 - Professional Learning* *Rubric 2 - Student Learning* *Rubric 4 - Leadership Environment* *Rubric 6 – Leadership Events* *Rubric 7 - Schoolwide Goal Achievement* *Rubric 9 - Empowering Instruction*
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	Rubric 1: Professional Learning: (3) Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals. Rubric 2: Student Learning: (3) Modeling - All or almost all

| | teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal, and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles.

Rubric 7: Schoolwide Goal Achievement: (1) Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.

Rubric 9: Empowering Instruction: (3) Student-Led Learning - All or almost all students are routinely empowered to find their academic voice. The school systematically ensures opportunities for students to teach other students through peer-to-peer teaching, cross-age-group mentor relationships, and student-lead classroom experiences. Classroom activities regularly involve a focus on inquiry, student-directed projects, and choice. |
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| Key Element B.   Articulate, advocate, and cultivate core values that define the school's and district's culture. | *No Alignment* |
| Key Element C.   Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice. | Rubric 4: Leadership Environment: (1) Physical Environment - The Lighthouse Team implements a system to establish a high standard for the physical environment of classrooms and all areas of the school. The plan includes participation of students, staff, and families in temporary and permanent elements that ubiquitously showcase the 7 Habits and leadership principles.

Rubric 4: Leadership Environment: (3) Emotional Environment - A system is in place to ensure staff, student, and family relationships |

	are reinforced through individualized Emotional Bank Account deposits. All students and staff feel welcome, valued, loved, and trusted at school. Rubric 6: Leadership Events: (1) Schoolwide Events - School traditions and annual events involve significant student voice in creatively infusing leadership principles. Schoolwide events are continuously improved through a system of planning, execution, and reflection by students, staff, and families. Rubric 6: Leadership Events: (2) Classroom Events - All or almost all teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement. A schoolwide system exists for teachers to share best practices and innovations to classroom events.
Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.	Rubric 2: Student Learning: (3) Modeling - All or almost all teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal, and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles. Rubric 7: Schoolwide Goal Achievement: (1) Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs. Rubric 9: Empowering Instruction: (1) Teacher Planning and

	Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.
Standard 5 - Efficient and Effective Management	*Rubric 1 - Professional Learning* *Rubric 4 - Leadership Environment* *Rubric 5 - Shared Leadership* *Rubric 6 - Leadership Events* *Rubric 7 - Schoolwide Goal Achievement* *Rubric 9 - Empowering Instruction*
Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.	Rubric 1: Professional Learning: (1) Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities. Rubric 1: Professional Learning: (2) New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth. Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.

	Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning. Rubric 9: Empowering Instruction: (2) Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.
Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.	Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent. Rubric 7: Schoolwide Goal Achievement: (1) Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.

	Rubric 7: Schoolwide Goal Achievement: (2) Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs. Rubric 7: Schoolwide Goal Achievement: (3) Schoolwide Goal Achievement: Staff Goals - The 4DX process is used by all or almost all staff to achieve their annual professional learning goals. Staff identify WIGs written in a "From X to Y by When" format. Staff have identified lead measures for WIGs. WIGs and lead measures are routinely tracked on scoreboards. A system of staff Accountability Partners is in place, ensuring that each staff member have regular conversation around progress toward WIGs. Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.
Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.	Rubric 7: Schoolwide Goal Achievement: (1) Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.

Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	Rubric 1: Professional Learning: (3) Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals. Rubric 4: Leadership Environment: (2) Common Language - Students and staff comfortably and naturally use the language of the 7 Habits and leadership principles in a variety of authentic situations and environments. Staff engage in an ongoing system of staff development to sustain and expand the use of common language.
Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	Rubric 4: Leadership Environment: (1) Physical Environment - The Lighthouse Team implements a system to establish a high standard for the physical environment of classrooms and all areas of the school. The plan includes participation of students, staff, and families in temporary and permanent elements that ubiquitously showcase the 7 Habits and leadership principles. Rubric 6: Leadership Events: (3) Family and Community Events - Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time. Rubric 9: Empowering Instruction: (1) Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a

	system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning. Rubric 9: Empowering Instruction: (2) Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.
Key Element F. Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	*No Alignment*
Standard 6 - Ethics and Professionalism	*Rubric 1 - Professional Learning* *Rubric 4 - Leadership Environment*
Key Element A. Lead with integrity.	Rubric 1: Professional Learning: (3) Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals. Rubric 4: Leadership Environment: (3) Emotional Environment - A system is in place to ensure staff, student, and family relationships are reinforced through individualized Emotional Bank Account deposits. All students and staff feel welcome, valued, loved, and trusted at school.
Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	*No Alignment*
Key Element C. Contribute to district and state initiatives.	*No Alignment*

Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	*No Alignment*
Standard 7 - Communication and Community Engagement	*Rubric 2 - Student Learning* *Rubric 3 - Family Learning* *Rubric 5 - Shared Leadership* *Rubric 6 - Leadership Events*
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.	Rubric 2: Student Learning: (3): Modeling - All or almost all teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal, and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles. Rubric 3: Family Learning: (1) Family Communication - Print, electronic, and/or verbal communication is systemic and systematic, and it utilizes far-reaching strategies. There is a system in place for family engagement, collaboration, and continuous improvement of family communication. Families are routinely invited to participate on committees, teams, and advisory boards. Rubric 5: Shared Leadership: (2) Student Voice - The school has developed systems to authentically involve students in the continuous improvement of all aspects of the school through opportunities to lead, innovate, and collaborate with staff. Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.

Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.	Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent. Rubric 6: Leadership Events: (3) Family & Community Events - Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time.
Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	Rubric 3: Family Learning: (1) Family Communication - Print, electronic, and/or verbal communication is systemic and systematic, and it utilizes far-reaching strategies. There is a system in place for family engagement, collaboration, and continuous improvement of family communication. Families are routinely invited to participate on committees, teams, and advisory boards. Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent. Rubric 6: Leadership Events: (3) Family & Community Events - Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share

	leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time.
Key Element D. Are easily approached, available, and inviting to students, staff, and community.	Rubric 3: Family Learning: (1) Family Communication - Print, electronic, and/or verbal communication is systemic and systematic, and it utilizes far-reaching strategies. There is a system in place for family engagement, collaboration, and continuous improvement of family communication. Families are routinely invited to participate on committees, teams, and advisory boards. Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent. Rubric 6: Leadership Events: (3) Family & Community Events - Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time.
Key Element E. Are intentional about considering improvement ideas from outside the school system.	Rubric 5: Shared Leadership: (3) Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.